# Performance Indicators, Measures, Metrics

| Indicator | Measure | Metric | Targets |
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| **Student Academic Proficiency** | • Proficiency Level on State Assessments<br>• Proficiency Level on school-developed assessments | • Percentage of students scoring at "proficiency" or above on state assessments in English Language Arts and Mathematics<br>• Percentage of students scoring at each state-defined performance level on ELA and Math<br>• Percentage of students considered proficient on school assessment in specified subject areas | (Targets for each metric will be negotiated with each charter school operator) |
| **Student Academic Growth** | • Value added nationally normed individual and group assessment or equivalent for English and Math<br>• Established benchmarks for each student<br>• Placed based rubric specific to charter school | • Percentage of students who make one years growth<br>• Percentage of students moving to a higher performance level for academics and goals of the charter school | |
| **Achievement Gaps in proficiency and growth between major student subgroups** | • Gaps in proficiency and growth between major student subgroups | • Gaps as determined by Maine's ESEA-based accountability system | |

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| **Student Attendance** | • Average Daily Attendance Rate<br>• Individual student attendance rate<br>• Unexcused absences | • Percentage of students attending a target percentage of days<br>• Percentage of students exceeding a particular number of truancies in a given period of time | |
| **Recurrent Enrollment from Year to Year** | • Student re-enrollment from one year to the next<br>• Continuous enrollment of students for multiple years | • Percentage of students re-enrolled from one year to the next<br>• Percentage of students continuously enrolled for multiple years | |
| **Postsecondary readiness (for HS)** | • Graduation rate<br>• Success in dual enrollment courses<br>• SAT or ACT scores<br>• Enrollment in post-secondary institutions (college, trade and apprenticeship)<br>• For students not enrolled in post-secondary institutions, full-time employment or military enlistment | • Federal 4-year ACGR<br>• Maine-determined graduation rates, as determined under Title 20-A MRSA, section 5031, subsection 1<br>• Percentage of students completing dual enrollment courses<br>• Percentage of students scoring at or above the state average on SAT or ACT tests<br>• Percentage of graduates enrolled in a post-secondary institution (college, trade and apprenticeship) by Feb of | |

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| | | Year 1 after graduation<br>• Percentage of graduates not enrolled in post-secondary institutions but employed full-time or enlisted in the military by February of Year 1 after graduation | |
| **Financial Performance and Sustainability** | • Budget versus Actual revenue and expenditures<br>• External audit reports | • Percentage variation between budget and actual revenue and expenditures<br>• Balance Sheet<br>• Presence of management findings or deficiencies on an audit report, and success in correct findings | |
| **Governance Board Performance and Stewardship** | • Public Accountability -- Transparent, responsive and legally compliant Board operation<br>• Oversight of school leadership team | • Board operations consistent with By-laws, Charter Contract and state laws, including Freedom of Access law and law prohibiting conflicts of interest | |
| **Adequacy of Facilities Maintenance in Support of Program** | • Actual facility cost<br>• Room utilization<br>• Cleanliness of facility<br>• Maintenance request log<br>• Capital improvement plan | • Percentage of over or under cost projection<br>• Rate of room utilization<br>• Daily cleaning logs<br>• Maintenance requests and time completed<br>• 1-3-5 year plan for capital | |

| | | improvements | |
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| **School Social and Academic Climate** | • Instances of bullying, harassment, or other abusive practices<br>• Confidential surveys of parents, staff and students regarding social and academic climate<br>• Emotional/social growth of students | • Reports of actual or suspected bullying, harassment or other abusive practices<br>• Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate<br>• Survey of students and staff | |
| **Parent and Community Engagement** | • Partnerships<br>• Communications systems<br>• Parent participation in their childrens' education and in operation of the school | • Partnerships with community organizations and representatives, including local noncharter public schools<br>• Regular and clear communications to and from parents and caregivers regarding operations of the school and about their children specifically<br>• Participation in parent-teacher meetings<br>• Parent and family participation in school-sponsored activities, including volunteer and fundraising activities | |